CHAPTER VI

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

Chapter V has presented the findings and discussion regarding the effect of shared reading strategy on the students' reading comprehension. It has discussed the findings and the discussion of the data collected from tests, questionnaires, and interview.

This current chapter provides the conclusions, the limitations of the study, and recommendations for further study. The conclusions are summarized from the data taken from the findings and arguments from the previous chapters. This chapter also describes the limitations of the study and the recommendations which consist of some suggestions to the practitioners, especially English teachers and other researchers who have the interest to conduct the same study.

6.1 Conclusions

As explained in the previous chapter, the aim of this study was to investigate whether share reading strategy can improve students' reading comprehension and to know the students' responses towards the implementation of shared reading strategy. Based on the data obtained from and discussions, some conclusions could be concluded as follows.

Firstly, the procedures of shared reading strategy needed the teacher's efforts in preparation, presentation, and structured practice. It was found that the teacher had to prepare all the things for the study: selecting materials for trying out, pre-test and post-test, choosing the selected classes to be the experimental group or the control group based on the previous test scores, and at the end of each activity, measuring the achievement of the students both individually or in groups. During the implementation of shared reading strategy, the teacher should prepare himself well since he was supposed to be a good model for the students to read the English words, asking the students to discuss or predict the meaning of

certain words, encouraging verbal interactions, and assisting the students in teams to comprehend the text. Here, the students learned the reading strategies not only from their teacher but also from their teammates.

Secondly, regarding to the effect of shared reading strategy, the study has revealed that the use of shared reading strategy in the teaching reading activities had a positive effect in improving and increasing the students' reading comprehension. It was proven that there was a significant difference between the post-test mean score of the experimental group and the post-test mean scores of the control group. It indicates that the use of shared reading strategy could be considered effective in improving and increasing the students' reading comprehension ability.

Thirdly, regarding to the students' responses on the implementation of shared reading strategy of the teaching programs from the questionnaires and interview, this study shows that the students of experimental group gave highly positive responses to the implementation of shared reading strategy to improve their reading comprehension. This can be seen from the data of all the statements which show that the mean scores of the questionnaire range from 4.08 up to 4.83. It means that almost all of the students responded 'agree' with the implementation of shared reading strategy. Concerning their positive responses, the students believed that the use of shared reading strategy of learning activities was very interesting and enhance their interests to learn English. It could motivate them to be more active in the classroom activities, to increase their ability to pronounce the English words and to add more English vocabularies. They also agree that shared reading strategy can increase their ability of language skills: listening to the spoken English, speaking English, reading the English texts, and writing simple English words or sentences. According to the students, shared reading could also facilitate and increase their ability to understand English texts, and enhance their ability to comprehend the English structure. Lastly, all the students

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gave highly positive responses and agreed that shared reading strategy is very useful for them to learn English.

It can be concluded that the use of shared reading strategy in the teaching of reading cannot only improve and increase students' reading comprehension ability, but also arouse their interest and motivation in learning English. None of the students hesitate regarding to the usefulness of shared reading strategy for them to learn English.

6.2 Limitations of the Study

In addition to the conclusions above, some limitations were found in this study. They were related to the facilities in class, the object of the study, the participants, the instruments, and the results of the study.

The first limitation is related to the facilities in class. Basically, shared reading strategy is done by the parents or a teacher who read a big book to their kids or students who sit around them or him. Since the study was followed by 40 students, it needed some means to facilitate the teaching and learning process, such as: a computer or a laptop, a projector, a big screen, and a stick. All of them were applied to display the reading text on the screen in front of the classroom in order that the students could read the text clearly and easily.

The second limitation is related to the object of the study. As stated in the research questions that this study was intended to investigate whether shared reading strategy can improve students' reading comprehension and their responses the implementation of it. Here, this study only investigated one language skill: reading. The result might be different if the study also investigated other skills: listening, speaking, and writing or even vocabulary mastery. By doing this, there will be many aspects which can be measured from the students' achievement in the learning activities. It is because shared reading strategy does not only give experience to the students in how to read the words or the text, but also give

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chances for them to hear the voice of the teacher reading the English words, how to speak or pronounce them, and how to write them by answering the questions given.

The third limitation is related to the participants of the study. It is related to the number of students and participant teacher. In this study, there were 40 students in the experimental group and 38 students in the control group. The result might be different if the study involved the number of the students fewer than 40 students, being about 20 to 32 students. It will be more effective for the teacher to organize and control the class in the teaching and learning process. In addition, the age of the students involved was between 11-13 years old. The finding might be different if the study involved older students (14-16 years old) and higher classes. Related to the participant teacher, this study involved three experienced teachers in a school, neither professional teacher nor a new one. The result might be different if the study involved more teachers, not only from the school as the research site but also from other schools nearby.

The fourth limitation is related to the instruments of the study. It is related to the test items. There were 40 items both for pre-test or post-test. The type of the test was only multiple choices. The result might be different or better if the study employed other types of test items, for instance: essays, completion, unscramble words or sentences, or memory test.

The fifth limitation is related to the results of the study about the range between the low and high achievers of the experimental group in the post-test score. The range between them became wider after the treatments in the learning process. Actually, it was hoped that all of the treatments given should equally improve both of the low and high achievers and get rid of the gap between them. This result might be different if the students almost have the same ability and intelligence. Perhaps, there should be some special treatments or efforts for low or high achievers in order to eliminate the gap between them.

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6.3 Recommendations

By looking at the explanation about the limitation of the study above, some ideas can be recommended for future research.

Shared reading strategy will be more beneficial if it is implemented in the classroom, which has complete equipment, such as: a computer or a laptop, a projector, and a big screen. Considering that almost all the classrooms in Indonesia consist of more than 32 students, it will be more challenging for the English teacher who teaches at a school in the countryside which has no facilitaty mentioned above. He/she must be more creative to facilitate his teaching process by preparing the props to facilitate the activity. He/she can write the text with big fonts on large paper or print it out like a poster.

Further, other researchers who will conduct the similar study should incorporate more language skills. It is not just the reading skill, but also listening, speaking and writing skills. Investigating more skills might produce more comprehensive and valid result. It can be the reflection of the successful students' overall abilities in learning English overall.

Regarding to the participants, it would be better to involve more students and more teachers. Further, shared reading strategy is not only for students in the experimental group in one class, but also can be implemented to other students in other classes and in other schools. For the teachers, shared reading strategy is a strategy of teaching reading that can be used by all English teachers at junior high school. It can be an alternative teaching strategy. It can enrich the teaching strategies and make the teaching and learning process in the classroom more interesting. Teachers do not only have their own strategies, such as conventional strategies, but also shared reading strategy which might be more challenging and makes the students more interested and active in learning English. It is expected that with the use of various strategies in their teaching of reading, the activities in the classroom are becoming more interesting, active, and motivated for the

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students, although it is known that there is no best teaching strategy which in all situations.

Besides, the various types of tests can be employed such as: essays, completion, unscramble words or sentences, and memory test. By using them, it will be more interesting and more challenging for students to do the exercises to improve their reading comprehension. So, the result might be better to reflect the real students' ability in reading comprehension.

Concerning the limitations of the result of the study, the gap between the low and high achievers could be decreased or even eliminated. It needs extra efforts and bright ideas from the researcher to do this, for instance: ability grouping and giving different instructions for them. It will be more suitable to be implemented in smaller classes and to create the teaching atmosphere more comfortable and motivating wherein both low and high achievers can improve their ability.

Finally, regarding the findings of the study on the use of shared reading strategy to improve the students' reading comprehension, it is recommended for other researchers who are fascinated to conduct the research in the same field. They can explore deeper on shared reading strategy by repeating the study with other sites and population, other types of test (essay), with the same skills or others (listening, speaking, or writing) or another research procedure in order to find other significant findings related to the teaching of reading.